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| ***Teacher: Lindsey Jensen*** | | | ***Subject: English Language Arts*** | | | | | ***Grade: 12*** |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | **E4-4.1: Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.**  **E4-4.2: Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).**  **E4-4.4: Use grammatical conventions of written Standard American English to clarify and enhance meaning.**  **E4-4.5: Revise writing to improve clarity, tone, voice, content, and the development of ideas.**  **E4-5.2: Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.** | | | | | | | |
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| ***Benchmark(s)*** | **The student will write a rough draft of a fictional story, based on a real-life event that happened to them, keeping their younger audience in mind.**  **The student will write their fictional story using complete sentences and paragraphs.**  **The student will write their fictional story using correct grammar.**  **The student will revise their peers’ drafts and offer suggestions for a more age-appropriate narrative.**  **The student will create an interactive, online narrative that will enable their younger student partner to become engaged with the text.** | | | | | | | |
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| ***Indicator(s)*** | **The student will turn in a completed, peer-reviewed rough draft of their stories.**  **The student will incorporate all guidelines discussed for their stories.**  **The student will complete an online narrative, using the “Storybird” website.**  **The student will read their completed stories to their partnered elementary student(s).** | | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  ***TSWBAT write a fictional narrative based off of real-life events.***  ***TSWBAT effectively edit a peers work***  ***TSWBAT use the “Storybird” website***  ***TSWBAT write a fictional narrative keeping their audience in mind***  ***TSWBAT read their narrative for feedback to their selected audience.*** | | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:* Group work, how to utilize the internet** | | | | | ***Accommodations for Diversity (if applicable): Student groups, more time if needed.*** | | | |
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| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***See Guidelines for “Storybird” Project (attached).*** | | | | | | | | |
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| ***Teaching Methods:. See guidelines and plan of action attachment.*** | | | | | | | | |
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| ***Student Grouping: Groups of 2 for peer review*** | | | | ***Interdisciplinary Strategies: Research, technology, education*** | | | ***Reading Strategies: Independently, in groups*** | |
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| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:* Partnered students “favorites” questionnaire** | | ***Oral Media:* n/a** | | | | ***Visual Media: n/a*** | ***Technology: use of computer lab*** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:* See calendar and guidelines attachment** | | | | | | | | |
| ***Main Activities:* See calendar and guidelines attachment** | | | | | | | | |
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| ***Closing:***  ***See Calendar and guidelines attachment*** | | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
| **Completed and edited drafts, incorporations of all guidelines, complete “Storybird” projects.** | | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
| **Selective grouping** | | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
| **n/a** | | | | | | | | |
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